

HOLMER C OF E ACADEMY *** SERVICE PUPILS ACTION PLAN***SUMMARY

Principle	Action	To be completed/in place by
1. Our approach is clear	1.1 School leaders continue to build links with other local schools who also have Service Pupils to increase opportunities available and maximise use of funding.	July 2025
	1.2 Utilise data-driven allocation to enhance service pupils' outcomes through evidence-based programs, maximising dedicated funding's impact on education, well-being, and support effectiveness.	July 2025
	1.3 To ensure teaching staff are aware of their service pupils and are therefore also monitoring impact of support given.	July 2025
	1.4 Continue to offer coffee mornings and drop-ins for increased service family engagement and input in school leadership decisions about service child support, improving communication and responsiveness for enhanced support strategies.	Ongoing
	1.5 To include input from school counsellor, attendance and pastoral leads when analysing data.	February 2025
	1.6 Enhance pastoral team's support for leaving service families to next schools through personalised orientation, communication, and resources, fostering a smoother adjustment and academic integration process.	December 2025
2. Wellbeing is supported	2.1 Facilitate enriching interactions among service children through coordinated inter school activities (e.g. continuing Little Troopers) and taking advantage of opportunities presented by the families, welfare team on camp and army engagement team, to create meaningful, shared experiences and personal growth.	July 2025
	2.2 Introduce a Service Pupil Council who meet half termly to increase opportunities for their voices to be heard.	December 2024

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	2.3 To conduct a service pupil voice survey in which pupils feel safe to share their voice in a safe place. Pastoral team to then act on any concerns raised.	February 2025
	2.4 Carry out a service parents survey to identify strengths and any areas of development. Act on any matters arising. Arrange meetings prior to service parent being deployed to enable preventative measures/further support being put into place at earliest opportunity.	December 2024 January 2025
	2.5 School to invest in a large map to be displayed, where service pupils can pin where they have lived or where loved ones are deployed.	December 2024
3.Achievement is maximised	3.1 Introduce and implement a simple tracking document which is completed weekly during their first term, and monitors how service children are settling in. To be reviewed by Pastoral lead, SLT and SENDCo. Act on any matters arising.	December 2024
	3.2 By using newly implemented tracking system, we will now be able to flag any concerns at an earlier stage and mitigate widening gaps.	December 2024
	3.3 By using new weekly tracking system during a service pupil's first term, we can flag any concerns at an earlier stage allowing our SENDCo to respond sooner.	December 2024
	3.4 Ensure class TAs are aware of who our service children are so that they, too, can be proactive in supporting any additional needs whilst being aware of the need for the pupils to feel a sense of security.	December 2024
	3.5 To now embed use of register which tracks Service Pupils' attendance when representing the school. SLT to review half termly to ensure ALL service pupils are given appropriate opportunities to make the most of their strengths.	December 2024
	3.6 Liaise with families and welfare officer on camp to identify any further opportunities which may be available which would appeal to service children's unique backgrounds, skills and aspirations.	December 2024

4. Transition is effective	4.1 Prior to starting, where possible, for our Pastoral Lead, Service Pupil Lead or SENDCo, to visit service pupil current setting to see how they interact in a safe environment and to also be able to meet with class teachers and the pupil. 4.2 To implement a welcome pack/buddy/meet 'n greet system with other service pupils who have been on roll for a minimum of one term. 4.3 Implementing a buddy system for both children and parents. 4.4 To introduce a pupil passport which they child can take with them to their next school and will enable them to both celebrate their educational journey as well and share their learning needs and preferences. 4.5 Where possible, for pupils with specific needs, SENDCo to visit previous school to carry out observation of pupils in a safe setting. Upon leaving our school, invite members of staff from the new setting to come and visit the pupil at Holmer. 4.6 Introduce and implement the service pupil buddy system with pupils who have been at the school for at least a term.	July 2025 July 2025 December 2024 July 2025 July 2025 December 2024
5. Children are heard	5.1 Continue to add pupil leadership groups to register, to enable improved monitoring of service pupil leadership opportunities. 5.2 Introduce Service children ambassadors in Y5/6 who will be given dedicated time to speak to other service children and SLT to share their experiences, thoughts and ideas. 5.3 Facilitate sharing of Service child experiences through arts such as drama, picture books and poster displays. 5.4 Keep a record of feedback and ideas raised, along with any actions taken, celebrating how SP views inform change.	Ongoing December 2024 July 2025 July 2025

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	5.5 To improve monitoring, using Arbor, keep a record of communications regarding service pupils , along with any actions taken.	January 2025
6. Parents are engaged	6.1 School to offer parent workshops in different areas such as maths, reading, wellbeing etc.	October 2025
	6.2 School to continue offering a service parents coffee morning forum to provide the opportunity for families to meet each other in a safe space and share experiences.	September 2025
	6.3 Ensure all communications are logged to provide a robust record and enable monitoring when necessary.	December 2024
	6.4 Invite parents in for an informal meeting prior to any impending moves to identify if there is anything else the school can do to make transition as smooth as possible.	September 2024 onwards
	6.5 School to introduce virtual communication during periods of communication and offer it as standard when a serving parent is away.	December 2023
7. Staff are well informed	7.1 Add a page based on key people. along with photos, to welcome pack to enable families and pupils to identify key points of contact before starting. Update service families webpage.	September 2025
	7.2 To be proactive in seeking additional professional development opportunities available, working alongside other schools locally.	December 2024
	7.3 Invite representative from school governors to next appropriate professional development opportunity. Provide termly updates on service pupil progress and opportunities during governor meetings.	Jan 2025
	7.4 Service Pupil Lead to use leadership time to proactively research evidence based resources which could be added to current to provision.	December 2024
	7.5 To host local network meetings and additionally seek possibility of virtual online network meetings.	January 2025